DOCUMENT RESUME

ED 144 661 JC 770 474

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TITLE Reverse and Lateral Transfers at Oakton Community College, 1971-1977. Report No. 1, 1977.
INSTITUTION Oakton Community Coll., Morton Grove, Ill.
PUB DATE 29 Sep 77
NOTE 38p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Community Colleges; *Enrollment; Enrollment Rate; Enrollment Trends; Higher Education; *Junior Colleges; *Junior College Students; *Longitudinal Studies; Part Time Students; *Transfer Students
IDENTIFIERS Oakton Community College IL; *Reverse Transfer Students

ABSTRACT

"Reverse" transfer students are students who began their post-secondary education at a four-year institution and then transferred to a two-year college. "Lateral" transfer students are those who began at one two-year college and later transferred to another two-year college. A review of the admissions and enrollment records at Oakton Community College (OCC) indicated that transfers-in constituted 19% of OCC's student population between fall 1971 and fall 1977 and that the majority of OCC transfers-in are reverse transfer students from Illinois public institutions. While transfers-in consituted only 18% of the fall 1971 entering enrollment, they constituted 37% of the entering enrollment in each of the spring semesters of 1975, 1976, and 1977. Of the 6,624 OCC transfers-in from fall 1970 to fall 1977, 1,495 attended full-time and 5,129 attended part-time. Only 17.6% of the full-time transfers-in and 7.2% of the part-time transfers-in entered OCC in academic difficulty. Transfers-in are likely to begin their work at OCC during a summer session. (DC)

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REPORT #1, 1977

REVERSE AND LATERAL TRANSFERS AT OAKTON COMMUNITY COLLEGE

1971-1977

JC 770 474

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September 29, 1977

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Reverse and Lateral Transfers

Overview

This report deals with Reverse and Lateral Transfer students at Oakton Community College from 1971 through 1977. Regular transfer students were the subject of an earlier paper as well as of a Statewide Follow-up Study.

Separate sections are devoted to:

I. Definitions: "Reverse", "Lateral", and "Regular" Transfers
II. Sources of Oakton's Transfer students
III. Enrollment Trends related to Transfers-in
IV. Questions about the status of Oakton's Transfers-ins
V. Comments on the Summer School students who are not Oakton regular students.
VI. Summary

Those in V, above are properly speaking, neither transfers nor Oakton students, but their enrollment patterns may yield useful data.

Appendices and Tables are furnished.

I. Definitions: "Reverse", "Lateral", and "Regular" Transfers

Community College educators, Board members and students have recently become aware of a change in postsecondary educational patterns. This awareness is linked to growth of a trend which can no longer be ignored. In the early 1970s students who had originally enrolled in four-year colleges and universities began transferring to junior and community colleges. At first only a trickle, the flow of reverse transfers is nationally assumed by some to be as great as that of regular transfers.[1] Explanations for this phenomenon include economic, academic, occupational, and psychological factors. Mentioned are the skyrocketing costs of higher education, the "second-chance" remedial programs, the possibility of obtaining marketable skills with a reasonable outlay of time and money, and the personal contacts available at community and junior colleges. Such explanations all point to the responsiveness and flexibility of the junior/community college in meeting today's postsecondary educational needs.

Thus, it would appear that reverse transfers are here to stay, but before we can plan for them we need to know more about them, particularly how typical or atypical they are as students and in what ways.

However, reverse transfers are not the only transfer students found on the junior/community college campus. Sidewise, or lateral transfers, are also present. This group includes students who began their postsecondary education on one junior/community college campus and transferred to another. It has been suggested that family moves and specialized curricula determine lateral transfer patterns.

The final category of transfer students--regular transfers--who begin at a junior/community college with the intention of matriculating at a four-year institution, has received a great amount of attention in recent years. Apparrently the majority of regular transfer students eventually receive their degrees. It takes them a long time to achieve this since so many students attend school on a part-time basis, and often the first transfer is followed by others.

This report based on Oakton Community College's long term enrollment records attempts to answers questions about OCC experience related to lateral and reverse transfers.

1. Lee (1976) p. 65.

II. Sources of Oakton's Reverse and Lateral Transfers

Oakton's transfer-in students have come from 61 Illinois institutions which include colleges, universities, junior and community colleges, hospital nursing schools, art and music institutions. (See Appendix A) Public and private institutions are included as are several having affiliation with religous denominations. Most of OCC's transfer sources are located in metropolitan Chicago; there are perhaps six identifiable exceptions--small, four year, liberal arts colleges--lying on the periphery of the area mentioned.

Forty-four of the postsecondary sources of OCC's reverse transfers are colleges and universities both public and private, four are hospitals. Ten postsecondary sources of OCC's lateral transfers are public junior or community colleges, two are private. On first glance one might conclude 1) that public postsecondary institutions furnish most of OCC's transfers, and that, 2) OCC receives mainly reverse transfers. Such conclusions would find support in the data furnished below, but greater precision is desirable.

In every semester since the Fall of 1972, more reverse than lateral transfers have enrolled at OCC. Of these reverse transfers 60% come to OCC from public four-year colleges and universities. This means that 40% come from private four-year colleges and universities, lending credence to the economic hypothesis mentioned earlier. As can also be seen from Table 1, OCC's lateral transfer students also come from public institutions. Eighty-nine percent of the lateral transfers come to OCC from public junior/community colleges.

Table 1

OCC "Lateral" and "Reverse" Transfers
By Postsecondary Institutional Level
1971-1977

A. 2 Year Institutions

Type	#	%[a]	#	%[b]
Public	1522	88.9		
Private	189	11.0		
TOTAL		99.9	1711	38.3

B. 4 Year Institutions

Public	1656	60.2		
Private	1095	39.8		
TOTAL		100.0	2751	61.6
TOTAL			4462	99.9

a. refers to percent of sub-category - for instance 2 year institutions
b. refers to percent of total

When the in-state, out-of-state distinction is added, it can be seen (Table 2) that 70% of the postsecondary transfer students to OCC come from Illinois schools, and that 43% (2751) of them are reverse transfers while the remaining 27% (1711) are lateral transfers.

Table 2
OCC Transfer Sources by Institutional Type
1971-1977

Type	#	%[a]	#	%[b]
A. In-State Postsecondary Institutions				
Public				
2 Year	1522	47.9		
4 Year	1656	52.1		
TOTAL		100.0	3178	49.7
Private				
2 Year	189	14.7		
4 Year	1095	85.3		
TOTAL		100.0	1284	20.1
B. Out-of-State (and Other[c])				
Other				
TOTAL			1931	30.2
TOTAL TRANSFER SOURCES			6393	100.0

a. refers to percent of sub-category, for instance, public institutions
b. refers to percent of total transfers
c. probably includes private, public, proprietary institutions, some of which may be in Illinois

At least half of the students who transferred to OCC in the years 1971 through 1977 came from public postsecondary institutions. The proportion of students from public institutions is probably higher since we cannot identify the goverance of institutions in the "Other" category.

None of the information presented gives any cause for expecting the proportions of transfers to Oakton to change. There seems to be every reason to expect the majority of OCC transfers-in to remain reverse transfers from in-state 4-year institutions. It would be of interest to determine whether these

students finish their training, continue for additional training, eventually attempt to return to 4-year institutions. It would also be of interest to determine whether the rates of these occurrences differ from those of native OCC students, and of lateral transfers.

III. Enrollment Trends Related to Transfer Students

In order to assess the importance of reverse and lateral transfers in OCC's student body, we have furnished semester information about total enrollments. The percent of the student body composed of transfers-in varies from 4% in Spring 1973 to 37% in the Spring terms of 1975, 1976, 1977; the overall percent for the time span is 19%. Since the transfers-in contributed almost 1/5 of Oakton's student population between Fall 1971 and Spring 1977, this group has been examined further to determine the relative contribution of public and private, in- and out-of-state, 2- and 4-year institutions to OCC's student body semester by semester through Spring 1977.

Table 3
Comparison of Transfer-in and Total
Enrollment of OCC
(1971-1977*)

Source of Student[1]

Semester	Transfer-In		Oakton				Total**	
			new[a]		cont.[b]			
	#	%	#	%	#	%	#	%
Spring 1977	674	37	1153	63	N/A		1827	05
Fall 1976	864	25	2617	75	N/A		3481	10
Spring 1976	755	37	1274	63	N/A		2029	06
Fall 1975	689	23	2286	77	N/A		2975	09
Spring 1975	663	37	1106	63	N/A		1769	05
Fall 1974	592	14	1669	41	1839	45	4100	12
Spring 1974	258	08	683	21	2354	71	3295	10
Fall 1973	491	13	1588	43	1611	44	3690	11
Spring 1973	121	04	744	26	2027	70	2892	08
Fall 1972	480	16	1182	41	1245	43	2097	08
Spring 1972	313	12	715	27	1616	61	2644	08
Fall 1971	493	18	1625	58	686	24	2804	08
TOTAL	6393	19	16642	48	11378	33	34413	99/100

1. For semester percents read down last column; for transfer, Oakton new and continuing students read across rows for each semester's percents; readmitted students were omitted.

a. New student enrollment only
b. Continuing students only
* Does not include summer sessions
** Record keeping changes and data loss are obvious here.

Although Illinois public 2- and 4-year institutions provide OCC with almost equal numbers of transfers-in (See Tables 2 and 4) since Fall 1973 more reverse than lateral transfers have registered in every semester. Should this trend continue in the future, Oakton will probably need to consider ways of identifying and studying the special educational needs of this group of students whose original postsecondary educational goal was a bachelor's degree.

Table 4

Source of OCC Transfer Students by Semesters

(1971-1977)

A. In-State Transfers: Public Institutions

Semester	"Lateral"		"Reverse"		Total	
	#	%[a]	#	%[a]	#	%[a]
OCT. 1971	193	12.7	90	5.4	283	8.9
FEB. 1972	92	6.0	65	3.9	157	4.9
OCT. 1972	117	7.7	105	6.3	222	7.0
FEB. 1973	29	1.9	31	1.9	60	1.9
OCT. 1973	89	5.8	102	6.2	191	6.0
FEB. 1974	43	2.8	56	3.4	99	3.1
OCT. 1974	153	10.0	170	10.3	323	10.2
FEB. 1975	142	9.3	162	9.8	304	9.6
OCT. 1975	162	10.6	212	12.8	374	11.8
FEB. 1976	169	11.1	222	13.4	391	12.3
OCT. 1976	176	11.6	247	14.9	423	13.3
FEB. 1977	157	10.3	194	11.7	351	11.0
TOTAL	1522	99.8	1656	100.0	3178	100.0

B. In-State Transfers: Private Institutions

	#	%[a]	#	%[a]	#	%[a]
OCT. 1971	18	9.5	53	4.8	71	5.5
FEB. 1972	b.		14	1.3	14	1.1
OCT. 1972	b.		27	2.5	27	2.1
FEB. 1973	b.		5	.4	5	.4
OCT. 1973	b.		23	2.1	23	1.8
FEB. 1974	b.		14	1.3	14	1.1
OCT. 1974	32	16.9	131	12.0	163	12.7
FEB. 1975	30	15.9	171	15.6	201	15.6
OCT. 1975	23	12.2	174	15.9	197	15.3
FEB. 1976	26	13.8	163	14.6	189	14.7
OCT. 1976	40	21.2	190	17.3	230	17.9
FEB. 1977	20	10.6	130	11.9	150	11.7
TOTAL	189	100.0	1095	99.7	1284	99.9

Table 4 Continued

C. Out-of-State (and Other[c]) Transfers

	#	%[a]
OCT. 1971	139	7.2
FEB. 1972	142	7.3
OCT. 1972	231	12.0
FEB. 1973	56	2.9
OCT. 1973	277	14.3
FEB. 1974	145	7.5
OCT. 1974	106	5.5
FEB. 1975	158	8.2
OCT. 1975	118	6.1
FEB. 1976	175	9.1
OCT. 1976	211	10.9
FEB. 1977	173	9.0
TOTAL	1931	100.0

a. Percent is calculated with reference to the respective column totals
b. Exact numbers could not be extricated from the data available
c. May include some private and proprietary institution transfers

While some of the earlier, in-state, private, lateral transfer data is missing (see Table 4, B. Feb. 1972-Feb. 1974), since the Illinois private community colleges enroll only a small proportion of the state's postsecondary students, the data loss is not a serious one. A small but steady stream of OCC's lateral transfers do arrive from in-state, private community colleges. This does not appear to be the case with in-state, private college reverse transfers where neither annual, nor semester enrollments describe a clear-cut trend. It appears, rather, that a plateau has been reached, with three years of approximately 300 in-state reverse transfers arriving within each academic year. In each of these three academic years (excluding summer sessions, from Fall 1974 to Fall 1977) over 80% of the in-state private transfers were reverse transfers. One could generate the hypothesis that when students have been sent to private 4-year Illinois institutions, which turn out be uncongenial for one reason or another, they tend to continue their education at the nearby public community college. This hypothesis needs to be tested both for general trends and for the institution specific trends. It may be that OCC students are the same as other Illinois Community College reverse transfers, or that they are quite different. Such information might be useful from several perspectives.

Three out of 10 students transferring to Oakton between October 1971 and February 1977 came from out-of-state (and Other) schools. It is difficult to

make statements about these students except to say that no enrollment trends are evident and that more information would be helpful. Studies of this group might clarify a number of points and will become necessary if the percent of such enrollments increases in the near future. On a semester by semester basis these out-of-state (and Other) transfers make only a small contribution to total semester enrollments (see Table 4, C).

In summary, the emerging transfer patterns of Oakton's students indicate that reverse transfers are a group to watch, to focus upon, to attempt to understand, and to aid in formulating achievable goals. The problems which these students bring may also be viewed as educational challenges for the college. The apparent nature of the problems is such that Student Development and other faculty will need to work together to devise means for assisting these students, many of whom had an (or more) unfortunate experience with postsecondary education.

IV. Questions About the Status of Oakton's Transfers-in

It has frequently been assumed that reverse transfers have done poorly in the school they transferred from. Little attention has been paid to the academic status of lateral transfers, if they have been specifically studied. We were curious about the actual entering status of Oakton's transfers in. To begin to answer the question about student academic status, we gathered information from the Admissions and Enrollment Reports, and provide the comparative data below for Fall, 1970 through Spring, 1977 (excluding summer sessions). Table 5 reveals that 17.6% of the full-time transfers-in, and 7.2% of the part-time transfers-in entered OCC in academic difficulty. These numbers, respectively refer to 263 full-time students out of 1495 full-time transfers-in, and 368 part-time students out of 5129 part-time transfers-in.

The overall total of students who transferred-in to OCC in academic difficulty is 9.5%. Thus, the majority of OCC's transfers-in, whether full-time or part-time students did not experience academic difficulty at their immediately prior institution.

However, in terms of planning, it might be of interest to know whether the number of students transferring-in academic difficulty rises when the number of transfers rises, or whether the two variables are independent of one another. To provide some clues on this question, we have looked at the ratios of: full-time transfers in difficulty to full-time transfers, part-time transfers in academic

Table 5

Status of Transfers to Oakton
Fall, 1970 to Spring, 1977*

DATE	TRANSFERRED IN GOOD STANDING FT	PT	TOTAL	TRANSFERRED IN ACADEMIC DIFFICULTY [a] FT	PT	TOTAL	GRAND TOTAL	%**
Fall '70	61	155	216	11	2	13	229	.94
Fall '71	151	255	406	49	38	87	493	.82
Spr '72	118	175	293	7	13	20	313	.94
Fall '72	158	305	463	10	7	17	480	.96
Spr '73	43	66	109	6	6	12	121	.90
Fall '73	102	364	466	12	13	25	491	.95
Spr '74	51	182	233	10	15	25	258	.90
Fall '74	107	460	567	11	14	25	592	.96
Spr '75	71	541	612	15	36	51	663	.92
Fall '75	97	519	616	31	42	73	689	.89
Spr '76	101	564	665	32	58	90	755	.88
Fall '76	93	653	746	42	76	118	864	.86
Spr '77	79	522	601	27	48	75	676	.89
Grand Total	1232	4761	5993	263	368	631	6624	.90

* does not include summer sessions
** transferred in good standing
a academic difficulty includes probation and academic dismissal

difficulty to part-time transfers, and all transfers in academic difficulty to total transfers-in. It needs to be kept in mind that transfers-in to Oakton are a small, but growing portion of the student body.

Table 6 is presented in three sections beginning with full-time transfers-in to Oakton. While both numbers of full-time transfers-in and transfers-in academic difficulty displayed no trend from Fall through Fall 1974, a large jump in both proportion of full-time transfers in difficulty and the number of full-time transfers occurred in the 1974 academic year. Up to that time, the full-time transfers-in came in large numbers in the Fall of the year, in smaller numbers in the Spring term and the proportion of those in academic difficulty never rose above 16%. In general (see 1973, 1974, 1975, 1976, 1977) the pro-

portion of Spring transfers-in was not only higher than that for the Fall term of the same academic year, but (with one exception) the proportion of Spring academic transfers-in in academic difficulty has risen steadily for the full-time students. In Spring 1977, over ¼ of the full-time transfers-in arrived in academic difficulty. In only one Fall, that of 1976, was there both a greater number of full-time transfers-in, and full-time transfers-in in academic difficulty, than in the following Spring. It might be worth considering how we could flag the records of transfers-in in academic difficulty so that they could be given the special help they need from the outset.

Table 6

Comparison of Transfers-in in Academic Difficulty
With all Transfers-in by Category Fall 1970 - Spring 1977*

A. Full-Time Transfer-in Students

Semester	Academic Difficulty[a] / Total Full-Time Transfers-in	Full-Time Difficulty %
Fall 1970	11/72	15.3
Fall 1971	49/200	24.5
Spring 1972	7/125	5.6
Fall 1972	10/168	5.9
Spring 1973	6/49	12.2
Fall 1973	12/114	10.5
Spring 1974	10/61	16.4
Fall 1974	11/118	9.3
Spring 1975	15/86	17.4
Fall 1975	31/128	24.2
Spring 1976	32/133	24.1
Fall 1976	42/135	31.1
Spring 1977	27/106	25.5

B. Part-Time Transfer-in Students

Semester	Academic Difficulty / Total Part-Time Transfers-in	Part-Time Difficulty %
Fall 1970	2/155	1.3
Fall 1971	38/293	13.0
Spring 1972	13/188	6.9
Fall 1972	7/312	2.2
Spring 1973	6/72	8.3
Fall 1973	13/377	3.4
Spring 1974	15/248	6.0
Fall 1974	14/474	2.9
Spring 1975	36/577	6.2
Fall 1975	42/561	7.5
Spring 1976	58/622	9.3
Fall 1976	76/729	10.4
Spring 1977	48/570	8.4

a. numerator represents students in academic difficulty; denominator represents transfer-in semester total. * excluding summer sessions

Table 6 Continued

C. Total Transfer-in in Academic Difficulty

Semester	Academic Difficulty Total Transfers-in	Full-Time Difficulty %
Fall 1970	13/229	5.7
Fall 1971	87/493	17.6
Spring 1972	20/313	6.4
Fall 1972	17/480	3.5
Spring 1973	12/121	9.9
Fall 1973	25/491	5.1
Spring 1974	25/258	9.7
Fall 1974	25/592	4.2
Spring 1975	51/663	7.7
Fall 1975	73/689	10.6
Spring 1976	90/755	11.9
Fall 1976	118/864	13.7
Spring 1977	75/676	11.1

The picture of the part-time transfers-in differs considerably from that of the full-time transfers-in: there are more of them, many more; the percent arriving in academic difficulty only exceeds a tenth in two of the semesters for which data were available (Fall, 1971--13%; Fall, 1976--10.4%). In only a few academic years is the Spring transfers-in in academic difficulty ration smaller than that of the Fall semester (Spring, 1972 Spring, 1977), while in two Spring semesters (1975, 1976) more students transferred-in in the Spring than in the Fall semester. Since no demographic data was given, it is difficult to know whether these part-time transfers-in had the goal of upgrading their qualifications for employment, were returning older students, or were 'traditional' transfer students who had decided to come to Oakton after a semester elsewhere.

When the percentage of transfers in academic difficulty upon arriving at Oakton is compared with the total number of academic transfers, we find surprisingly, that the largest percentage of those with academic problems occurred in Fall, 1971. For the past four semesters (Fall, 1975, Spring, 1976, Fall, 1976, Spring, 1977) approximately 1/10 of the transfers-in have had academic difficulties. The [illegible]976 data (13.7%) may be the beginning of a rising trend and bears watching.

In summary, it would not be accurate to state that Oakton's transfers-in

have done badly at the schools which they last attended. While, naturally, some students do transfer-in with records that account for their change of educational location, the proportion arriving at Oakton in such straits is small. Some means of identifying students who have had academic difficulty elsewhere, particularly if the problem occurred on the first college try, might be considered. It would certainly be worthwhile making the effort to inform such students of the assistance available to them should they again incur problems of an academic, or other, nature.

V. Summer School Students

Summer School students present problems of inference different from those encountered with the other transfer students. The major problem is that when a student registers for Summer School, it is impossible to determine whether the student is taking a course at Oakton because the student needs the course, failed the course elsewhere, or because the student intends to become an Oakton student. To begin to give us some kind of a handle on the Summer School transfer student, we looked at enrollments in two different ways.

Table 7

OCC'S Transfer Students 1972-7 as:

a) Percent of Annual Summer Session Enrollments, and

Year	#	%[1]
1972	656	43
1973	865	41
1974	1026	39
1975	1393	53
1976	1361	34
1977	1506	34
TOTAL	6807	

b) as Percent of all Transfers Who Have Attended Summer School

1972	9.6
1973	12.7
1974	15.1
1975	20.5
1976	20.0
1977	22.1
TOTAL	100.0

1. Figures courtesy of John D. Gagin, Director of Admissions and Records

First, with the data available we computed the annual percent of the summer school enrollment composed of those students classified as Transfers. Data was available for the past 6 summer sessions. The average percent of transfer students in OCC's Summer School was 40.7, or 2 out of every 5 students. In 1975, 53% of those enrolled in Summer School were transfers, while in both 1976 and 1977 only 34% of Summer School enrollees at OCC were transfers. It may be that the last two years indicate some change in the a) behavior of students, for instance not going to summer school, or b) the patterns of going to summer school at OCC which had been established during the earlier years of the decade.

Second, we examined the percent of all transfers-in who have attended summer school at OCC. Here we find that of all OCC transfers-in who have attended summer school, almost 2/3 have done so in the past three summer sessions. The largest proportion, 22.1% attended summer school in 1977. The smallest percent attended summer school in 1972, and the portion of transfers-in who have taken summer school has risen every year except 1 (1975) when it remained at the level of the previous summer. It would appear that transfers-in are likely to go to summer school. Planners might well be able to make use of such information in their estimates of the numbers of sections of various courses considered for summer school schedules. It might also be of interest to determine which hours, which days, or which types of instructional arrangements might best meet the needs of these students. Transfer students views of summer school--its function, goals, etc--might also be helpful information to gather, along with whether the students being questioned planned to attend the following summer session, and if so what their probable program would be.

VI. Summary

This paper has presented a first attempt at gathering and examining data related to reverse and lateral transfers in postsecondary education. Unfortunately little work has been done on this topic which is not even mentioned in the more popular Educational Evaluation Handbooks published during the past few years. The article by Lee deals with reverse transfer students, is helpful, and indicates that Oakton's experience in attracting this group is not unusual. Not a single reference was found dealing with lateral transfers (a term we seem to have coined), although they may be called something else. We suspect that they are lost among transfers in general, and also that they may know

precisely what they want from the community college. If they are as definite as we suspect, then lateral transfers will keep on "shopping around" until they find it. Thus, our conclusion would have to be that a lot more information needs to be gathered about members of both groups before we can plan for, and meet, their educational needs as skillfully as we do the needs of other groups in our community.

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Gagin, John D. "Oakton Community College Admissions and Enrollment Report" Morton Grove, IL. All issues from 1970-1977.

Lee, Robbie. "Reverse Transfer Students," Community College Review, 1976, vol.4, #2 (Fall), 64-70.

Appendix A

1) List of reverse transfer schools

2) List of lateral transfer schools

Colleges That Students Have Transferred From[a]
1971-1977

American Conservatory of Music*[c]
Art Institute*[c]
Augustana College*[c]
Barat College*[c]
Bradley University*
Chicago City Colleges (2)[b]
Chicago State University
Columbia College*[c]
College of Du Page (2)
College of Lake County (2)
De Paul University*
Eastern Illinois University
Elmhurst College*
Evanston Hospital (nursing)
Greenville College*
Harper College (William Rainey)(2)
Illinois Benedictine College*[c]
Illinois Institute of Technology*
Illinois State University
Illinois Wesleyan (nursing)*
Jewish University of America*[c]
Joliet Community College (2)
Kendall College (2)*
Knox College*
Lake Forest College*
Lewis University*
Lincoln College*
Lincoln Land Community College (2)
Loyola University*
Lutheran General Hospital (nursing)*
Millikin University*
Monmouth College*[c]
Moody Bible Institute*[c]
Morton College (2)
Mundelein College*
National College of Education*
North Central College*
North Park College*
Northeastern Illinois University
Northern Illinois University
Northwestern University*
Parkland College (2)
Quincy College*
Ravenswood Hospital (nursing)
Rockford College*
Rock Valley College (2)
Roosevelt University*
Rosary College*[c]
Shimer College*[c]
Southern Illinois University
Spertus College*[c]
Trinity College*
Triton College (2)
University of Chicago*
University of Illinois-Chicago Circl
University of ILL.-Urbana Champaign
Wesley Hospital (nursing)*
Western Illinois University
Wheaton College*
Y.M.C.A. College (2)*

a. Does not include summer sessions.
b. (2) means 2 year college.
c. Summer school enrollment only.
*. Private institutions: for nursing schools includes a private postsecondary affiliation.

Four Year Colleges That Students Have Transferred From[b]
Reverse Transfers

American Conservatory of Music*
Art Institute*
Augustana College*
Barat College*
Blackburn College
Chicago State University
Columbia College*
De Paul University *
Eastern Illinois University
Elmhurst College*
Evanston Hospital (nursing)
Greenville College*
Illinois Benedictine College*
Illinois Institute of Technology*
Illinois State University
Illinois Wesleyan (nursing)*
Jewish University of America*
Knox College*
Lake Forest College*
Lewis University*
Loyola University *
Lutheran General Hospital*
Millikin University*
Monmouth College*
Moody Bible Institute*
Mundelein College*
National College of Education*
North Central College*
North Park College*
Northeastern Illinois University
Northern Illinois University
Northwestern University*
Quincy College*
Ravenswood Hospital (nursing)
Rockford College*
Roosevelt College*
Rosary College*
Shimer College*
Southern Illinois University
Spertus College*
Trinity College*
University of Chicago*
University of Illinois-Circle
University of Illinois-Champaign
Wesley Hospital (nursing)*
Wheaton College *

* Indicates private institution

Two Year Colleges That Students Have Transferred From[c]
Lateral Transfers

Chicago City Colleges
College of Du Page
College of Lake County
William Rainey Harper College
Joliet Community College
Kendall College*
Lincoln Land Community College
Morton College
Parkland College
Rock Valley College
Triton College
Y.M.C.A. College*

* Indicates private institutions

Appendix B

Summer School Enrollment

Data included in this Appendix was collected by various methods over the years. Sources of summer school enrollments were, to some degree, identifiable from 1972-1975 only. Aggregate data is tabulated for the entire interval.

(Appendix B)

Table i

OCC Summer School Enrollments
From 2-Year Colleges in Illinois
"Lateral Transfers"
1972-1975

School	Year				Total
	1972	1973	1974	1975	
Chicago City Colleges	19	25	29	29	102
College of DuPage				3	3
College of Lake County				6	6
William Rainey Harper College	23	15	29	23	90
Joliet Community College				1	1
Kendall College*				12	12
Lincoln College*				1	1
Lincoln Land Community College				1	1
Morton College				1	1
Parkland College				1	1
Rock Valley College				1	1
Triton College	7	15	16	11	49
TOTAL	49	55	74	90	268

* indicates private institution

(Appendix B)

Table ii

Identifiable OCC Summer School Enrollments
From 4-Year Colleges in Illinois
"Reverse Transfers"

1972-1975

School	Year				Total
	1972	1973	1974	1975	
American Conservatory of Music*				2	2
Art Institute*				1	1
Augustana College*				3	3
Barat*				6	6
Blackburn College*				2	2
Bradley University*				26	26
Chicago State University				2	2
Columbia College*				1	1
De Paul University*	9	7	7	16	39
Eastern Illinois University	5	6	6	6	23
Elmhurst College*				3	3
Evanston Hospital (nursing)				3	3
Greenville College *				1	1
Illinois Benedictine College *				1	1
Illinois Institute of Tech.*				5	5
Illinois State University				46	46
Illinois Wesleyan (nursing)*				2	2
Jewish University of America*				1	1
Knox College *				1	1
Lake Forest College *				1	1
Lewis University *				1	1
Loyola University *	15	19	33	63	130
Lutheran General Hospital (nursing)				1	1
Millikin University *				2	2
Monmouth College *				1	1
Moody Bible Institute *				1	1
Mundelein College *				12	12
National College of Education *				6	6

Table ii continued

Schools	Year 1972	1973	1974	1975	Total
North Central College*				1	1
North Park College*				10	10
Northeastern Illinois University				19	19
Northern Illinois University	136	145	119	182	582
Northwestern University*				25	25
Quincy College*				4	4
Ravenswood Hospital (nursing)				1	1
Rockford College*				1	1
Roosevelt University*				19	19
Rosary College*				3	3
Shimer College*				2	2
Southern Illinois University	57	42	37	48	184
Spertus College*				2	2
Trinity College*				2	2
University of Chicago*				3	3
University of Illinois-Chicago Circle	18	21	35	29	103
University of Illinois-Urbana Champaign	104	154	212	298	768
Wesley Hospital (nursing)*				2	2
Western Illinois University	46	25	26	33	130
Wheaton College*				1	1
	390	419	475	901	2185

* indicates a private institution

Appendix C

1) List of dated charts with reverse and lateral transfers.

Table a

OCC "LATERAL TRANSFERS"

1971-1977

Academic Year: 1976-1977

2 Year Institution Schools	SEMESTER October 1976	February 1977	Total
Chicago City Colleges	87	68	155
College of Du Page	5		5
College of Lake County	5		5
William Rainey Harper College	38	39	77
Kendall College *	14		14
Triton College	30	30	60
YMCA College*	6		6
TOTAL	185	137	322

* Private Institutions

Table b

OCC "LATERAL TRANSFERS"

1971-1977

Academic Year: 1975-1976

2 Year Institutions	SEMESTER		
Schools	October 1975	February 1976	Total
Chicago City Colleges	73	80	153
College of Du Page	3		3
College of Lake County	3		3
William Rainey Harper College	52	39	91
Kendall College *	8		8
Triton College	25	30	55
YMCA College *	7		7
TOTAL	171	149	320

* Private Institutions

Table c

OCC "LATERAL TRANSFERS"

1971-1977

Academic Year: 1974-1975

2 Year Institutions	SEMESTER		
Schools	October 1974	February 1975	Total
Chicago City Colleges	67	80	147
William Rainey Harper College	43	39	82
Triton College	20	30	50
TOTAL	130	149	279

Table d

OCC "LATERAL TRANSFERS"

1971-1977

Academic Year: 1973-1974

2 Year Institutions	SEMESTER		
Schools	October 1973	February 1974	Total
Chicago City Colleges	50	20	70
William Rainey Harper College	28	16	44
Triton College	11	7	18
TOTAL	89	43	132

Table e

OCC "LATERAL TRANSFERS"

1972-1973

Academic Year: 1972-1973

2 Year Institutions	SEMESTER		
Schools	October 1972	February 1973	Total
Chicago City Colleges	43	11	54
College of Du Page	56	14	70
Triton College	18	4	22
TOTAL	117	29	146

Table f

OCC "LATERAL TRANSFERS"

1971-1977

Academic Year: 1971-1972

2 Year Institutions	SEMESTER		
School	October 1971	February 1972	Total
Chicago City Colleges	69	36	105
William Rainey Harper College	97	42	139
Kendall College *	13		13
Lincoln Land Community College	5		5
Triton College	27	14	41
YMCA College*	5		5
TOTAL	216	92	308

* Private Institutions

Table g

OCC "REVERSE TRANSFERS"

1971-1977

Academic Year: 1976-1977

4 Year Institutions	Semester		
School	October 1976	February 1977	Total
De Paul*	22	15	37
I.I.T.*	8		8
Loyola*	23	17	40
Millikin*	5		5
Mundelein*	6		6
National College*	12		12
Northeastern	33	31	64
Northern	42	44	86
Northwestern*	45	28	73
Roosevelt*	28	17	45
Southern	35	18	53
U.I.C.C.	51	41	92
U.I.U.C.	46	33	79
Western	29	11	40
TOTAL	385	255	640

* Private institutions

Table h

OCC "REVERSE TRANSFERS"

1971-1977

Academic Year: 1975-1976

4 Year Institutions	Semester		
Schools	October 1975	February 1976	Total
De Paul*	16	13	29
I.I.T*	5		5
Loyola*	30	22	52
Mundelein*	5		5
National College*	10		10
Northeastern	37	37	74
Northern	34	37	71
Northwestern*	35	34	69
Roosevelt*	32	28	60
Southern	18	24	42
U.I.C.C.	37	43	80
U.I.U.C.	51	44	95
Western	23	15	38
TOTAL	333	297	627

* Private Institutions

Table i

OCC "REVERSE TRANSFERS"

1971-1977

Academic Year: 1974-1975

4 Year Institutions	Semester		
Schools	October 1974	February 1975	Total
De Paul*	13	16	29
Loyola*	28	19	47
Northeastern	21	20	41
Northern	32	27	59
Northwestern*	26	33	59
Roosevelt*	22	28	50
Southern	19	28	47
U.I.C.C.	33	37	70
U.I.U.C.	37	32	69
Western	12	10	22
TOTAL	243	250	493

* Private institutions

Table j

OCC "REVERSE TRANSFER"

1971-1977

Academic Year: 1973-1974

4 Year Institutions Schools	Semester October 1973	February 1974	Total
De Paul*	9	7	16
Loyola*	14	7	21
Northern	21	15	36
Southern	19	9	28
U.I.C.C.	28	20	48
U.I.U.C.	27	7	34
Western	7	5	12
TOTAL	125	70	195

* Private institutions

Table k

OCC "REVERSE TRANSFERS"

1971-1977

Academic Year: 1972-1973

4 Year Institutions	Semester		
School	October 1972	February 1973	Total
De Paul*	13		13
Loyola*	14	5	19
Northern	27	4	31
Sourthern	25	12	37
U.I.C.C.	25	8	33
U.I.U.C.	20	6	26
Western	8	1	9
TOTAL	132	36	168

* Private institutions

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